

# Essentials in Literature Learning Standards

*Levels 7-12*



Essentials in Writing<sup>®</sup>  
Where Students Learn to Write

# Fiction

| Standard 1                                 | Comprehend and Interpret Literary Text   |   |   |   |  |                    |
|--|--|---|---|---|--|--------------------|
|  | Level 7  | Level 8   | Level 9   | Level 10  | Level 11   | Level 12           |
| <b>A</b><br><br><b>Elements of Fiction</b> | <p>When reading fiction, apply reading analysis skills to:</p> <p>a. identify and analyze main and minor characters, <b>character traits, and motives.</b></p> <p>b. identify and analyze the conflict and determine whether it is <b>internal or external.</b></p> <p>c. identify and analyze the conflict to determine whether it is <b>person vs. person, person vs. nature, person vs. society, or person vs. self.</b></p> <p>d. identify and analyze the <b>setting</b>, including time, location, and how the setting influences the plot.</p> <p>e. identify and analyze the plot including the <b>exposition, rising action, climax, and falling action.</b></p> <p>f. identify and analyze the <b>theme</b> to determine the central</p> | <p>When reading fiction, apply reading analysis skills to:</p> <p>a. identify and analyze plot including the <b>exposition, rising action, climax, falling action, and resolution.</b></p> <p>b. identify and analyze the conflict and determine whether it is <b>internal or external.</b></p> <p>c. identify and analyze conflict to determine whether it is <b>person vs. person, person vs. nature, person vs. society, or person vs. self.</b></p> <p>d. identify and analyze the <b>setting</b>, including the time, location, and how the setting influences the plot.</p> <p>e. determine the <b>theme</b> of a text to determine the central idea or underlying meaning of the story.</p> <p>f. identify and analyze major and minor characters, <b>character traits, and motives.</b></p> | <p>When reading fiction, apply reading analysis skills to:</p> <p>a. identify and analyze plot including the <b>exposition, rising action, climax, falling action, and resolution.</b></p> <p>b. identify and analyze the conflict and determine whether it is <b>internal or external.</b></p> <p>c. identify and analyze conflict to determine whether it is <b>person vs. person, person vs. nature, person vs. society, or person vs. self.</b></p> <p>d. identify and analyze the <b>setting</b>, including the time, location, and how the setting influences the plot.</p> <p>e. determine the <b>theme</b> of a text to determine the central idea or underlying meaning of the story.</p> <p>f. identify and analyze major and minor characters, <b>character traits, and motives.</b></p> | <p>When reading fiction, apply reading analysis skills to:</p> <p>a. identify and analyze plot including the <b>exposition, rising action, climax, falling action, and resolution.</b></p> <p>b. identify and analyze the conflict and determine whether it is <b>internal or external.</b></p> <p>c. identify and analyze conflict to determine whether it is <b>person vs. person, person vs. nature, person vs. society, or person vs. self.</b></p> <p>d. identify and analyze the <b>setting</b>, including the time (temporal setting), location (physical setting), and how the setting influences the plot.</p> <p>e. determine the <b>theme</b> of a text to determine the central idea or underlying meaning of the story.</p> <p>f. identify and analyze major and minor characters, <b>character traits, and motives.</b></p> | <p>When reading fiction, apply reading analysis skills to:</p> <p>a. identify and analyze plot including the <b>exposition, rising action, climax, falling action, and resolution.</b></p> <p>b. identify and analyze the <b>conflict</b> and determine whether it is <b>internal or external.</b></p> <p>c. identify and analyze conflict to determine whether it is <b>person vs. person, person vs. nature, person vs. society, or person vs. self.</b></p> <p>d. identify and analyze the <b>setting</b>, including the time (temporal setting), location (physical setting), and how the setting influences the plot.</p> <p>e. determine the <b>theme</b> of a text to determine the central idea or underlying meaning of the story.</p> <p>f. identify and analyze major and minor characters, <b>character traits, and motives.</b></p> | <p>Coming Soon</p> |

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|  | idea or important lesson of the story. |  |  | <p>g. categorize characters as either <b>protagonist or antagonist, flat, dynamic, static, or round.</b></p> <p>h. explore a variety of fiction genres including <b>realistic fiction, science fiction, satire, mystery, fantasy, historical fiction, and fairy tales/myths.</b></p> | <p>g. categorize characters as either <b>protagonist or antagonist, flat, dynamic, static, or round.</b></p> <p>h. explore a variety of <b>fiction genres</b> including mythology narrative with dialogue, and allegory.</p> |  |
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| Standard 1 Comprehend and Interpret Literary Text                                 |   |   |   |   |   |          |
|---|---|---|---|---|---|----------|
|   | Level 7   | Level 8   | Level 9   | Level 10  | Level 11  | Level 12 |
| <b>B</b><br><br><b>Analyzing Literature</b><br>~~~~~<br><br><b>Before Reading</b> | <p>When reading fiction, apply pre-reading strategies to:</p> <p>a. research and <b>access background knowledge</b> to facilitate a better understanding of reading selection.</p> <p>b. gain understanding of the author and the <b>author's purpose.</b></p> <p>c. determine the <b>meanings of unknown words.</b></p> <p>d. make a <b>life connection</b> to a central element of the reading selection.</p> | <p>When reading fiction, apply pre-reading strategies to:</p> <p>a. research and <b>access background information</b> to facilitate a better understanding of the reading selection.</p> <p>b. gain understanding of the author and the <b>author's purpose.</b></p> <p>c. make <b>life connections</b> to a central element of the reading selection.</p> <p>d. determine the <b>meanings of unknown words and phrases</b> as they are used in the text.</p> | <p>When reading fiction, apply pre-reading strategies to:</p> <p>a. <b>research and access background information</b> to facilitate a better understanding of the reading selection.</p> <p>b. gain understanding of the author and the <b>author's purpose.</b></p> <p>c. determine the <b>meanings of unknown words and phrases</b> as they are used in the text.</p> <p>d. make <b>life connections</b> to a</p> | <p>When reading fiction, apply pre-reading strategies to:</p> <p>a. <b>research and access background information</b> to facilitate a better understanding of the reading selection.</p> <p>b. gain understanding of the author and the <b>author's purpose.</b></p> <p>c. determine the <b>meanings of unknown words and phrases</b> as they are used in the text.</p> <p>d. make <b>life connections</b> to a central element of the text.</p> <p>e. research a <b>historical period or societal issue</b> to facilitate a better</p> | <p>When reading fiction, apply pre-reading strategies to:</p> <p>a. <b>research and access background information</b> to facilitate a better understanding of the reading selection.</p> <p>b. gain understanding of the author and the <b>author's purpose.</b></p> <p>c. determine the <b>denotative and connotative meanings of unknown words and phrases through context.</b></p> <p>d. make <b>life connections</b> to a</p> |          |

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|   |   |  | central element of the text.  | understanding of the text.  | central element of the text.<br>e. research a <b>historical period or societal issue</b> to facilitate a better understanding of the text.   |  |
| <b>Standard 1</b>   | <b>Comprehend and Interpret Literary Text</b>   |  |   |   |  |  |
| <b>C</b><br><br><b>Analyzing Literature</b><br>~~~~~<br><br><b>During Reading</b> | <p>When reading fiction, apply a reading focus technique to:</p> <p>a. identify the <b>sequence of events</b> in the plot.</p> <p>b. identify the <b>exposition, rising action, climax, and falling action</b> in the reading selection.</p> <p>c. <b>make connections</b> to the plot, setting, and characters.</p> <p>d. <b>make inferences</b> about what is not directly stated by combining the text with personal experience and knowledge.</p> <p>e. <b>make predictions</b> using context clues about what will happen next to help the reader stay involved with the story.</p> <p>f. identify the <b>cause and effect relationships</b> that drive the plot and develop the characters.</p> | <p>When reading fiction, apply a reading focus technique to:</p> <p>a. <b>make connections</b> to characters, setting, and central elements of the reading selection.</p> <p>b. analyze <b>character feelings, traits, actions, motives, and solutions</b> as they relate to the plot.</p> <p>c. identify the <b>sequence of events</b> of the plot.</p> <p>d. identify and analyze author's use of figurative language including <b>simile, metaphor, symbolism, imagery, hyperbole, and personification</b> within the text.</p> <p>e. identify the <b>exposition, rising action, climax, and falling action</b> of the reading selection.</p> <p>f. <b>make inferences</b> about what is not directly stated by</p> | <p>When reading fiction, apply a reading focus technique to:</p> <p>a. identify and differentiate between styles of writing including <b>short story, novel, and novella</b>.</p> <p>b. identify and analyze the <b>mood, tone, symbolism, point of view, sequence of events,</b> and examples of <b>foreshadowing and flashback</b> within the text to how the language evokes a sense of time and place and the overall comprehension of the text.</p> <p>c. <b>visualize</b> characters, settings, and events within a text to improve comprehension.</p> <p>d. analyze <b>character feelings, traits, actions, motives,</b></p> | <p>When reading fiction, apply a reading focus technique to:</p> <p>a. identify and differentiate between styles of writing including <b>short story, novel, and novella</b>.</p> <p>b. identify and analyze the <b>mood, tone, symbolism, point of view, sequence of events, and examples of foreshadowing and flashback</b> within the text to how the language evokes a sense of time and place and the overall comprehension of the text.</p> <p>c. <b>make connections to characters,</b> setting, and central elements of the reading selection.</p> <p>d. <b>visualize</b> characters, settings, and events within a text to improve comprehension.</p> <p>e. analyze <b>character feelings, traits, actions, motives, and solutions</b></p> | <p>When reading fiction, apply a reading focus technique to:</p> <p>a. identify and differentiate between styles of writing including <b>short stories, novels, and propaganda</b>.</p> <p>b. identify and analyze the <b>mood, tone, symbolism, sequence of events,</b> and examples of <b>foreshadowing, side-shadowing, and flashback</b> within the text to how the language evokes a sense of time and place and the overall comprehension of the text.</p> <p>c. <b>make connections to characters,</b> setting, and central elements of the reading selection.</p> <p>d. <b>visualize</b> characters, settings, and events within a</p> |  |

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|  | <p>g. <b>visualize</b> the story by creating mental pictures to aid in comprehension.</p> <p>h. identify the story's <b>point of view</b> and how this affects the story.</p> <p>i. analyze figurative language including <b>metaphor, simile, hyperbole, personification, and imagery</b>, and determine the effect on the story.</p> | <p>combining text with personal experience and knowledge.</p> <p>g. <b>make predictions</b> using context clues including the author's use of foreshadowing.</p> <p>h. identify <b>cause and effect relationships</b> that drive the plot and develop characters.</p> <p>i. <b>visualize</b> the story by creating mental pictures to aid in comprehension.</p> <p>j. identify the <b>point of view</b> of the author, first person or third person, and its effect on the telling of the story.</p> | <p><b>and solutions</b> as they relate to the plot or develop the theme.</p> <p>e. <b>make connections to characters</b>, setting, and central elements of the reading selection to identify <b>character archetypes</b>.</p> <p>f. identify and analyze the author's use of figurative language including <b>onomatopoeia, simile, personification, metaphor, imagery, and hyperbole</b>.</p> <p>g. identify <b>cause and effect relationships</b> and the <b>sequence of events</b> that drive the plot and develop characters.</p> <p>h. <b>visualize</b> the story by creating mental pictures to aid in comprehension.</p> <p>i. <b>make inferences</b> about what is not directly stated by combining text with personal experience and knowledge.</p> <p>j. identify the <b>exposition, rising action, climax, and</b></p> | <p>as they relate to the plot or develop the theme.</p> <p>f. <b>visualize</b> the story by creating mental pictures to aid in comprehension.</p> <p>g. <b>make inferences</b> about what is not directly stated by combining text with personal experience and knowledge.</p> <p>h. identify the <b>exposition, rising action, climax, and falling action</b> of the reading selection.</p> <p>i. utilize the skills of <b>skimming and scanning</b> effectively.</p> <p>j. <b>make predictions</b> based on the events of the story, prior knowledge, and actions of characters within a selection.</p> <p>k. <b>connect a piece of fiction to nonfiction</b> or historical events.</p> <p>l. identify and analyze the author's use of <b>figurative language</b>.</p> <p>m. identify <b>cause and effect relationships</b> and the <b>sequence of events</b> that drive the plot and develop characters.</p> | <p>text to improve comprehension.</p> <p>e. analyze <b>character feelings, traits, actions, motives, and solutions</b> as they relate to the plot or develop the theme.</p> <p>f. <b>visualize</b> the story by creating mental pictures to aid in comprehension.</p> <p>g. identify and categorize <b>point of view</b> and analyze the purpose and intended effect of each: <b>third-person omniscient, third-person limited, objective, and first person</b>.</p> <p>h. <b>monitor and self-direct reading</b> effectively to enhance the understanding and comprehension of the text.</p> <p>i. <b>make predictions</b> based on the events of the story, prior knowledge, and actions of characters within a selection.</p> <p>j. <b>connect a piece of fiction to nonfiction</b>, news articles, videos, interviews, and journal entries.</p> |  |
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|   |  |  | <p><b>falling action</b> of the reading selection.</p> <p>k. utilize the skills of <b>skimming and scanning</b> effectively.</p>   |   |   |  |
| <p><b>Standard 1 Comprehend and Interpret Literary Text</b></p>                             |  |  |  |   |   |  |
| <p><b>C</b></p> <p><b>Analyzing Literature</b></p> <p>~~~~~</p> <p><b>After Reading</b></p> | <p>When reading fiction, apply post-reading strategies to:</p> <p>a. analyze the <b>setting</b> using evidence from the story.</p> <p>b. analyze the <b>plot</b> including the exposition, rising action, climax, and falling action.</p> <p>c. identify the <b>conflict</b> and determine whether it is internal (person vs. self) or external (person vs. person, person vs. nature, person vs. society) conflict.</p> <p>d. analyze the <b>character's traits</b>, both physical and personality, as well as the character's motives.</p> <p>e. identify the <b>problems and solutions</b> in the story and determine the solutions' effectiveness.</p> | <p>When reading fiction, apply post-reading strategies to:</p> <p>a. <b>draw conclusions</b> by making judgements based on explicit evidence as well as inferences drawn from the text.</p> <p>b. analyze <b>characters' traits and actions</b> as they relate to his/her motives.</p> <p>c. cite textual evidence that supports an analysis of the text.</p> <p>d. determine the <b>theme</b> or central idea of the text.</p> <p>e. analyze <b>relationships</b> among characters, setting, and plot.</p> <p>f. analyze the <b>setting</b> using evidence from the story.</p> <p>g. <b>make inferences</b> about the story based on textual evidence and personal experience/ knowledge.</p> | <p>When reading fiction, apply post-reading strategies to:</p> <p>a. cite <b>textual evidence to support</b> analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>b. analyze how the author's <b>choice of structure and vocabulary</b> impact the <b>tone and mood</b> of the text.</p> <p>c. <b>make connections across the curriculum</b> including history, art, drama, and studies in sociology.</p> <p>d. identify and analyze forms of <b>irony</b> within a text, including situational irony and "poetic justice."</p> <p>e. determine the <b>theme</b> of a text and analyze its development over</p> | <p>When reading fiction, apply post-reading strategies to:</p> <p>a. identify and analyze forms of <b>irony</b> within a text, including situational irony, dramatic irony, and verbal irony.</p> <p>b. cite <b>textual evidence to support</b> analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>c. analyze how the author's <b>choice of structure and vocabulary</b> impact the <b>tone and mood</b> of the text.</p> <p>d. <b>make connections across the curriculum</b> including history, art, drama, and studies in sociology.</p> <p>e. determine the <b>theme</b> of a text and analyze its development over the course of the text.</p> <p>f. develop answers to questions related to the</p> | <p>When reading fiction, apply post-reading strategies to:</p> <p>a. identify and analyze forms of <b>irony</b> within a text, including situational irony, dramatic irony, and verbal irony.</p> <p>b. cite <b>textual evidence to support</b> analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>c. analyze how the author's <b>choice of structure and vocabulary</b> impact the <b>tone and mood</b> of the text.</p> <p>d. <b>make connections across the curriculum</b> including history, art, drama, and studies in sociology.</p> <p>e. determine the <b>theme</b> of a text and analyze its development over the course of the text.</p> |  |

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|  | <p>f. identify <b>irony</b> in a story and determine how it impacts the plot.</p> <p>g. <b>compare and contrast</b> two or more people, ideas, or things to show their similarities and differences.</p> <p>h. identify examples of <b>foreshadowing</b> used to give a hint about what happens next in a story.</p> <p>i. analyze the <b>author's purpose</b> and determine whether it is to persuade, inform, or entertain.</p> <p>j. analyze the <b>theme</b> and how it is revealed to the reader.</p> | <p>h. identify situational <b>irony</b> within a text and explain how it impacts the plot.</p> <p>i. identify the <b>conflict</b> and determine whether it is internal (person vs. self) or external (person vs. person, person vs. nature, person vs. society) conflict.</p> <p>j. analyze the <b>author's purpose</b> and determine whether it is to persuade, inform, or entertain.</p> <p>k. identify and analyze <b>cause and effect relationships</b> within a story.</p> <p>l. identify the <b>problems and solutions</b> in the story and determine the solutions' effectiveness.</p> <p>m. <b>compare and contrast</b> two or more people, ideas, or things to show their similarities and differences.</p> | <p>the course of the text.</p> <p>f. analyze the <b>cultural experience</b> reflected in the work from outside the United States with examples of world literature.</p> <p>g. develop answers to questions related to the plot, theme, and characters of a given text to show an <b>understanding of the elements of fiction</b>.</p> <p>h. <b>draw conclusions</b> by making judgements based on <b>explicit evidence</b> as well as <b>inferences drawn from the text</b>.</p> <p>i. identify the <b>problems and solutions</b> in the story and determine the solutions' effectiveness.</p> <p>j. identify and evaluate <b>cause and effect relationships</b> and <b>problems and solutions</b> in the story and determine their effectiveness.</p> | <p>plot, theme, and characters of a given text to show an <b>understanding of the elements of fiction</b>.</p> <p>g. <b>draw conclusions</b> by making judgements based on <b>explicit evidence</b> as well as <b>inferences drawn from the text</b>.</p> <p>h. identify and evaluate <b>cause and effect relationships</b> and <b>problems and solutions</b> in the story and determine their effectiveness.</p> <p>i. develop answers to questions related to the plot, theme, and characters of a given text to show an <b>understanding of the elements of fiction</b>.</p> <p>j. analyze the <b>cultural experience</b> reflected in the work from outside the United States with examples of world literature.</p> <p>k. identify the <b>problems and solutions</b> in the story and determine the solutions' effectiveness.</p> | <p>f. <b>develop answers to questions</b> related to the plot, theme, and characters of a given text to show an <b>understanding of the elements of fiction</b>.</p> <p>g. <b>draw conclusions</b> by making judgements based on <b>explicit evidence</b> as well as <b>inferences drawn from the text</b>.</p> <p>h. identify and evaluate <b>cause and effect relationships</b> and <b>problems and solutions</b> in the story and determine their effectiveness.</p> <p>i. <b>compare and contrast</b> characters and other elements of fiction within a text.</p> <p>j. analyze the <b>cultural experience</b> reflected in the work from outside the United States with examples of world literature.</p> <p>k. identify the <b>problems and solutions</b> in the story and determine the solutions' effectiveness.</p> |  |
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## Nonfiction

| Standard 2                                    | Comprehend and Interpret Informational Text  |   |   |          |          |          |
|---|--|---|---|----------|----------|----------|
|   | Level 7  | Level 8   | Level 9   | Level 10 | Level 11 | Level 12 |
| <b>A</b><br><br><b>Elements of Nonfiction</b> | <p>When reading informative text, apply reading analysis skills to:</p> <p>a. differentiate between the types of nonfiction including <i>informative, persuasive, and entertaining</i>.</p> <p>b. identify and analyze the various forms of nonfiction including <i>articles, instructions, interviews, essays, biographies, autobiographies, memoirs, and certain cartoons</i>.</p> | <p>When reading informative text, apply reading analysis skills to:</p> <p>a. differentiate between the types of nonfiction writing including <i>informative, biography, interview, propaganda, and narrative nonfiction</i>.</p> <p>b. identify and analyze the various forms of nonfiction including <i>articles, instructions, interviews, essays, biographies, nonfiction narratives, autobiographies, and memoirs</i>.</p> | <p>When reading informative text, apply reading analysis skills to:</p> <p>a. differentiate between the types of nonfiction writing including <i>informative, news articles, speeches, biography, interview, propaganda, and the documentary</i>.</p> <p>b. identify and analyze the various forms of nonfiction including <i>letters, informative articles, book reviews, interviews, essays, biographies, nonfiction narratives, and autobiographies</i>.</p> |          |          |          |



| Standard 2   | Comprehend and Interpret Informational Text   |  |  |          |          |          |
|--|---|--|--|----------|----------|----------|
|  | Level 7   | Level 8  | Level 9  | Level 10 | Level 11 | Level 12 |
| <p><b>B</b></p> <p><b>Analyzing Informational Text</b></p> <p>~~~~~</p> <p><b>Before Reading</b></p> | <p>When reading informational text, apply pre-reading strategies to:</p> <p>a. research and access <b>background knowledge</b> to facilitate a better understanding of reading selection.</p> <p>b. gain understanding of the author and the <b>author's purpose</b>.</p> <p>c. <b>determine the meaning of unknown words</b>.</p> <p>d. <b>make a life connection</b> to a central element of the reading selection.</p> | <p>When reading informational text, apply pre-reading strategies to:</p> <p>a. <b>determine the meanings of words and phrases</b> as they are used in the text, including the use of context clues.</p> <p>b. research and access <b>background knowledge</b> to facilitate a better understanding of reading selections.</p> <p>c. gain an understanding of the author and the <b>author's purpose</b>.</p> <p>d. <b>make a life connection</b> to a central element of the reading selection.</p> <p>e. identify the author's intended <b>audience</b>.</p> <p>f. assess the <b>author's credibility</b> and the accuracy of information provided in a text.</p> | <p>When reading informational text, apply pre-reading strategies to:</p> <p>a. <b>determine the meanings of words and phrases</b> as they are used in the text, including the use of context clues.</p> <p>b. research and access <b>background knowledge</b> to facilitate a better understanding of reading selections.</p> <p>c. gain an understanding of the author and the <b>author's purpose</b>.</p> <p>d. <b>make a life connection</b> to a central element of the reading selection.</p> <p>e. identify the author's intended <b>audience</b>.</p> <p>f. assess the <b>author's credibility</b> and the accuracy of information provided in a text.</p> |          |          |          |
| Standard 2   | Comprehend and Interpret Informational Text   |  |  |          |          |          |
|  | Level 7   | Level 8  | Level 9  | Level 10 | Level 11 | Level 12 |
| <b>C</b>   | When reading informational text,  | When reading informational text,   | When reading informational text,   |          |          |          |

**Analyzing  
Informational  
Text**  
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**During  
Reading**

apply during reading strategies to:

- a. **make predictions** about what will happen next to stay connected with the reading.
- b. **monitor information** in the text by recording significant points.
- c. identify the **sequence of events** to aid comprehension.
- d. **visualize** information in the text by creating mental pictures to aid comprehension.
- e. understand the **author's purpose** or intentions to increase understanding.
- f. analyze figurative language including *idiom, simile, exaggeration, and illusion* and determine the effect on the text.

apply during reading strategies to:

- a. **make connections** between plot, setting, and the characters.
- b. determine the author's **point of view and purpose** to analyze the impact on the text.
- c. analyze figurative language including **imagery, simile, and hyperbole**.
- d. analyze the impact of specific **word choices** on meaning, **mood, and tone**.
- e. identify and analyze **characters' traits and motives**.
- f. **make predictions** about what will happen next and ask questions to stay connected with the reading.
- g. **visualize** information in the text by creating mental pictures to aid comprehension.
- h. **monitor information** and take notes to organize information for use in determining chronological order, summarizing, and analyzing text.

apply during reading strategies to:

- a. identify and analyze the **bias, tone, and purpose** of the author for a selected reading.
- b. determine the author's **point of view** to analyze the impact on the text.
- c. identify how the **author presents material**, including the order and way in which ideas are presented and the impact of this on the mood and tone of the piece.
- d. identify **false statements and fallacious reasoning** in informational text.
- e. identify and analyze **characters' traits and motives**.
- f. **make predictions** about what will happen next and ask questions to stay connected with the reading.
- g. **visualize** information in the text by creating mental pictures to aid comprehension.
- h. **monitor information** and take notes to organize information for use in

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|                   |                                                                    | <p>i. identify a variety of <b>propaganda</b> techniques and their use to advance a particular cause or idea within a text.</p> <p>j. identify the <b>sequence of events</b> to aid comprehension.</p> | <p>determining <b>chronological order</b>, <b>summarizing</b>, and to analyze text.</p> <p>i. identify a variety of <b>propaganda</b> techniques and their use to advance a particular cause or idea within a text.</p> <p>j. identify the <b>sequence of events</b> to aid comprehension.</p> <p>k. evaluate the validity of the author’s use of <b>research</b> and evidence used to provide information for nonfiction texts.</p> <p>l. employ <b>reading strategies</b> - including “chunking,” rereading, and self-monitoring - to <b>improve comprehension</b>.</p> <p>m. take <b>effective notes</b> during reading to facilitate an understanding of the text and how its parts relate to one another.</p> |                 |                 |                 |
| <b>Standard 2</b> | <b>Comprehend and Interpret Informational Text</b>                 |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |                 |                 |
|                   | <b>Level 7</b>                                                     | <b>Level 8</b>                                                                                                                                                                                         | <b>Level 9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Level 10</b> | <b>Level 11</b> | <b>Level 12</b> |
| <b>C</b>          | When reading informational text, apply post-reading strategies to: | When reading informational text, apply post-reading strategies to:                                                                                                                                     | When reading informational text, apply post-reading strategies to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                 |                 |

**Analyzing  
Informational  
Text**



**After Reading**

a. analyze **cause/effect relationships** and how they propel the plot forward.  
b. determine **facts from opinions** when analyzing an article.  
c. analyze the **point of view** to determine whether or not the reader has access to the author's thoughts and feelings.

a. **draw conclusions** by making judgements based on explicit evidence as well as inferences drawn from the text.  
b. determine the **central idea** of the text and provide an objective summary of the information presented.  
c. analyze **connections** between the events, individuals, and ideas.  
d. identify and analyze **cause and effect relationships** within a text.  
e. evaluate text from **more than one medium** (e.g. article, video, book) on the same subject and compare and contrast the information provided.  
f. gather and **synthesize information** from a personal interview or individual account.  
g. distinguish between **fact and opinion** within a text.  
h. analyze the **point of view** to determine whether or not the reader has access to

a. **draw conclusions** by making judgments based on explicit evidence as well as inferences drawn from the text.  
b. determine the **central idea** of the text and provide an objective summary of the information presented.  
c. analyze **connections** between the events, individuals, and ideas.  
d. identify and analyze **cause and effect relationships** within a text.  
e. evaluate text from **more than one medium** (e.g. article, video, book) on the same subject and compare and contrast the information provided.  
f. gather and **synthesize information** from a personal interview or individual account.  
g. distinguish between **fact and opinion** within a text.  
h. analyze the **point of view** to determine whether or not the reader has access to the author's thoughts and feelings.

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|  |  | the author's thoughts and feelings. | i. analyze a <b>book review</b> for content, style, and merit.<br>j. expand knowledge by participating in additional activities such as field trips, reading additional texts, conducting an interview, or viewing a film. |  |  |  |
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## Poetry

| Standard 3 Comprehend and Interpret Poetry |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                  |          |
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|                                            | Level 7                                                                                                                                                                                                                                | Level 8                                                                                                                                                                                                                                                 | Level 9                                                                                                                                                                                                                                                                                                                                                      | Level 10                                                                                                                                                                                                                                                                                                                                                                | Level 11                                                                                                                                                                                                                                                                                                                                                         | Level 12 |
| <b>A</b><br><b>Structure of Poetry</b>     | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. analyze the structure of a poem including <b>lines and stanzas</b>.</p> <p>b. determine the genre of a poem including a <b>ballad, sonnet, and free verse</b>.</p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. analyze the structure of a poem including <b>lines and stanzas</b>.</p> <p>b. determine the form of a poem including a <b>ballad, ode, epic, sonnet, elegy, and free verse</b>.</p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. analyze the structure of a poem including <b>lines and stanzas</b>.</p> <p>b. identify the type of stanza within a poem including a <b>couplet, quatrain, sestet, and octave</b>.</p>                                                                                                    | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. analyze the structure of a poem including <b>lines and stanzas</b>.</p> <p>b. identify the type of stanza within a poem including <b>feet and meter</b>.</p>                                                                                                                                        | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. analyze the structure of a poem including <b>lines and stanzas</b>.</p> <p>b. identify the type of stanza within a poem including <b>feet and meter</b>.</p>                                                                                                                                 |          |
| Standard 3 Comprehend and Interpret Poetry |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                  |          |
|                                            | Level 7                                                                                                                                                                                                                                | Level 8                                                                                                                                                                                                                                                 | Level 9                                                                                                                                                                                                                                                                                                                                                      | Level 10                                                                                                                                                                                                                                                                                                                                                                | Level 11                                                                                                                                                                                                                                                                                                                                                         | Level 12 |
| <b>B</b><br><b>Sound of Poetry</b>         | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine and analyze poetic sound devices including <b>rhyme, alliteration, and repetition</b>.</p>                                                               | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine and analyze poetic sound devices including <b>rhyme, repetition, rhythm, and meter</b>.</p>                                                                               | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine and analyze poetic sound devices including <b>rhyme, repetition, rhythm, and meter</b>.</p> <p>b. identify the use of <b>alliteration, assonance, and consonance</b> within a poem.</p> <p>c. analyze the arrangement of words (<b>syntax</b>) and its effect on the poem.</p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine and analyze poetic sound devices including <b>rhyme, repetition, rhythm, and meter</b>.</p> <p>b. identify and analyze the use of <b>rhyme</b>: internal, end, slant (approximate) rhyme.</p> <p>c. identify the use of <b>alliteration, assonance, and consonance</b> within a poem.</p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine and analyze poetic sound devices including <b>rhyme, repetition, rhythm, iambic pentameter, and meter</b>.</p> <p>b. identify and analyze the use of <b>rhyme</b>: internal, end, slant (approximate) rhyme.</p> <p>c. identify the use of <b>alliteration, assonance, and</b></p> |          |

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|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>d. analyze the arrangement of words (<b>syntax</b>) and its effect on the poem.</p> <p>e. identify and analyze the <b>sound devices and structure</b> used in an array of poems including <b>sonnet, villanelle, free verse, ode, elegy, epic, and ballad.</b></p>                                                                                                                                                                                                                  | <p><b>consonance</b> within a poem.</p> <p>d. analyze the arrangement of words (<b>syntax</b>) and its effect on the poem.</p> <p>e. identify and analyze the <b>sound devices and structure</b> used in an array of poems including <b>sonnet, free verse, and elegy.</b></p>                                                                                                                                                                                                 |                 |
| <b>Standard 3</b>                     | <b>Comprehend and Interpret Poetry</b>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |
|                                       | <b>Level 7</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Level 8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Level 9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Level 10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Level 11</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Level 12</b> |
| <b>C</b><br><b>Elements of Poetry</b> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine and analyze the <b>rhyme scheme</b> within a poem.</p> <p>b. analyze the qualities of narrative poetry including <b>character, plot, conflict, and setting.</b></p> <p>c. identify the use of <b>sound devices</b> to analyze the lyrical qualities of certain poetry.</p> <p>d. identify <b>voice</b> of a poem through the speaker or author's perspective.</p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine and analyze the <b>rhyme scheme</b> within a poem.</p> <p>b. identify the voice of a poem through the speaker or author's perspective.</p> <p>c. determine <b>dialect</b> and its effect on the poem.</p> <p>d. recognize and practice the use of the <b>pause</b> when reading poetry to make an impact on its auditory appeal.</p> <p>e. identify the use of <b>sound devices</b> to analyze the lyrical</p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. determine the author's <b>voice and dialect</b> and discuss the effect of each on the selection.</p> <p>b. determine and analyze the <b>rhyme scheme</b> within a poem.</p> <p>c. identify the <b>mood</b> of the poem through the words of the author.</p> <p>d. analyze the <b>diction</b> (word choice) used in the poem and its possible effect on one's understanding of the poem's <b>tone, theme, and purpose.</b></p> <p>e. recognize and practice the use of the <b>pause</b> when reading poetry to</p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. analyze the <b>diction</b> (word choice) used in the poem and its possible effect on one's understanding of the poem's <b>tone, theme, and purpose.</b></p> <p>b. determine and analyze the <b>rhyme scheme</b> within a poem.</p> <p>c. identify the <b>mood</b> of the poem through the words of the author.</p> <p>d. explore the background of authors to better understand the <b>purpose, voice, and</b></p> | <p>When reading poetry, apply reading analysis skills to:</p> <p>a. analyze the <b>diction</b> (word choice) and <b>dialect</b> used in the poem and its possible effect on one's understanding of the poem's <b>tone, theme, and purpose.</b></p> <p>b. determine and analyze the <b>rhyme scheme</b> within a poem.</p> <p>c. identify the <b>mood</b> of the poem through the words of the author.</p> <p>d. explore the background of authors to better understand the</p> |                 |

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|                                        |                                                                                                                                                                                                  | qualities of certain poetry.                                                                                                                                                                                                        | make an impact on its auditory appeal.<br>f. identify the use of <b>sound devices</b> to analyze the lyrical qualities of certain poetry.                                                                                           | meaning of their writing.<br>e. read an array of poems written by <b>British and American</b> authors.                                                                                                             | <b>purpose, voice,</b> and meaning of their writing.<br>e. read an array of poems written by <b>British and American</b> authors.                                                                                                                  |  |
| <b>D</b><br><b>Figurative Language</b> | When reading poetry, apply reading analysis skills to:<br><br>a. identify and explain the meaning of examples of <b>onomatopoeia, simile, metaphor, personification, hyperbole, and imagery.</b> | When reading poetry, apply reading analysis skills to:<br><br>a. identify and explain the meanings and examples of <b>onomatopoeia, alliteration, simile, metaphor, imagery, hyperbole, personification, symbolism, and idioms.</b> | When reading poetry, apply reading analysis skills to:<br><br>a. identify and explain the meanings and examples of <b>onomatopoeia, alliteration, simile, metaphor, imagery, hyperbole, personification, symbolism, and idioms.</b> | When reading poetry, apply reading analysis skills to:<br><br>a. identify and explain the meanings and examples of <b>allusion, simile, extended metaphor, imagery, hyperbole, personification, and symbolism.</b> | When reading poetry, apply reading analysis skills to:<br><br>a. identify and explain the meanings and examples of <b>metaphor, synecdoche, metonymy, simile, extended metaphor, imagery, hyperbole, allusion, personification, and symbolism.</b> |  |
|                                        |                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |  |



## Drama

| Standard 4                                                             | Understand and Interpret Drama |         |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                        | Level 7                        | Level 8 | Level 9 | Level 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Level 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Level 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>E</b><br><br><b>Drama</b><br><br>~~~~~<br><br><b>Before Reading</b> |                                |         |         | <p>When reading drama, apply reading analysis skills to:</p> <p>a. identify and analyze <b>literary elements including plot, conflict, characters, setting, and theme.</b></p> <p>b. identify the <b>roles and duties of individuals included in a dramatic production</b> including actors, designers, directors, playwrights, producer, stage crew, and stage manager.</p> <p>c. identify the <b>physical parts of a theater:</b> house/audience, props, set, staging, and stage left/right.</p> <p>d. analyze the <b>effect of music used in a drama</b> and how it contributes to the tone and mood.</p> <p>e. <b>access background information</b> to enhance an understanding of the setting, theme, and language used in a drama.</p> | <p>When reading drama, apply reading analysis skills to:</p> <p>a. identify and analyze <b>literary elements including plot, conflict, characters, setting, and theme.</b></p> <p>b. identify the <b>roles and duties of individuals included in a dramatic production</b> including actors, designers, directors, playwrights, producer, stage crew, and stage manager.</p> <p>c. identify the <b>physical parts of a theater:</b> house/audience, props, set, staging, and stage left/right.</p> <p>d. analyze the <b>effect of music used in a drama</b> and how it contributes to the tone and mood.</p> <p>e. <b>access background information</b> to enhance an understanding of the setting, theme, and language used in a drama.</p> | <p>When reading drama, apply reading analysis skills to:</p> <p>a. identify and analyze <b>literary elements including plot, conflict, characters, setting, and theme.</b></p> <p>b. explore an array of genres of drama including comedy, tragedy, historical, and musical productions.</p> <p>c. read a play while recognizing changes of speakers, setting, scenes, etc.</p> <p>d. identify terms associated with drama scripts including act, cast, entrances/exits, scenes, and stage directions.</p> <p>e. <b>access background information</b> to enhance an understanding of the setting, theme, and language used in a drama.</p> <p>f. identify the <b>roles and duties of</b></p> |

|                                                                         |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                         |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                | <p><b>individuals included in a dramatic production</b> including actors, designers, directors, playwrights, producer, stage crew, and stage manager.</p> <p>g. identify the <b>physical parts of a theater:</b> house/audience, props, set, staging, and stage left/right.</p> <p>h. analyze the <b>effect of music used in a drama</b> and how it contributes to the tone and mood.</p> |
| <p><b>E<br/>Drama</b></p> <p>~~~~~</p> <p><b>During<br/>Reading</b></p> |  |  |  | <p>While reading a drama selection, apply reading analysis skills to:</p> <p>a. visualize and analyze elements that help set the <b>mood and tone</b> of a drama selection.</p> <p>b. identify and analyze examples of <b>irony</b>, foreshadowing, and symbolism, and the effect of each on the play.</p> <p>c. determine the <b>meaning of words and phrases</b> as they pertain to the selection, and how the language sets the <b>tone</b> and enhances</p> | <p>While reading a drama selection, apply reading analysis skills to:</p> <p>a. visualize and analyze elements that help set the <b>mood and tone</b> of a drama selection.</p> <p>b. identify and analyze examples of <b>irony</b>, foreshadowing, and symbolism, and the effect of each on the play.</p> <p>c. determine the <b>meaning of words and phrases</b> as they</p> | <p>While reading a drama selection, apply reading analysis skills to:</p> <p>a. visualize and analyze elements that help set the <b>mood and tone</b> of a drama selection.</p> <p>b. identify and analyze examples of <b>irony</b>, foreshadowing, and symbolism, and the effect of each on the play.</p> <p>c. determine the <b>meaning of words and phrases</b> as they</p>            |

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|  |  |  |  | <p>the <b>sense of time</b> and place.<br/>d. make inferences to analyze <b>explicit as well as implicit meanings</b> regarding characters' words.</p> | <p>pertain to the selection, and how the language sets the <b>tone</b> and enhances the <b>sense of time</b> and place.<br/>d. make inferences to analyze <b>explicit as well as implicit meanings</b> regarding characters' words.</p> | <p>pertain to the selection, and how the language sets the <b>tone</b> and enhances the <b>sense of time</b> and place.<br/>d. make inferences to analyze <b>explicit as well as implicit meanings</b> regarding characters' words.<br/>e. identify characters as dynamic or static; flat or round, and analyze the effect of their traits, dialogue, and actions on the plot, theme, and conflicts within a drama.<br/>f. identify and analyze the author's use of symbolism within the dramatic selection.<br/>g. identify and interpret the meaning and purpose of monologue and soliloquy within a drama.<br/>h. observe and consider the spectacle or visual aspects of a play including scenery, props, wardrobe, and special effects.</p> |
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**E  
Drama**

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**After  
Reading**

After reading drama, apply reading analysis skills to:

- a. determine the **theme** of a drama selection and analyze its development over the course of the play.
- b. analyze how **characters develop** over the course of the plot.
- c. analyze the **structure of the text** including character descriptions, acts, time frame, scenes, and stage directions, and their effect on the drama.
- d. cite strong textual evidence to support analysis of the **explicit and implicit message** of the text.
- e. identify and analyze the plot of the selection including **exposition, rising action, climax, falling action, and resolution**.
- f. analyze how an author's choices concerning how to structure a text, order events within it (e.g. **parallel plots**), and manipulate time (e.g. pacing,

After reading drama, apply reading analysis skills to:

- a. determine the **theme** of a drama selection and analyze its development over the course of the play.
- b. analyze how **characters develop** over the course of the plot.
- c. analyze the **structure of the text** including character descriptions, acts, time frame, scenes, and stage directions, and their effect on the drama.
- d. cite strong textual evidence to support analysis of the **explicit and implicit message** of the text.
- e. identify and analyze the plot of the selection including **exposition, rising action, climax, falling action, and resolution**.
- f. analyze how an author's choices concerning how to structure a text, order events within it (e.g. **parallel plots**), and manipulate time (e.g. pacing,

After reading drama, apply reading analysis skills to:

- a. determine the **theme** of a drama selection and analyze its development over the course of the play.
- b. analyze how **characters develop** over the course of the plot.
- c. analyze the **structure of the text** including character descriptions, acts, time frame, scenes, and stage directions, and their effect on the drama.
- d. cite strong textual evidence to support analysis of the **explicit and implicit message** of the text.
- e. identify and analyze the plot of the selection including **exposition, rising action, climax, falling action, and resolution**.
- f. make inferences based on information provided to make judgments based on explicit evidence as well as inferences drawn from the text.

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|  |  |  |  | <p><b>flashbacks</b>) create such effects as <b>mystery, tension, or surprise.</b><br/>g. <b>make connections</b> between the text/drama and personal experiences.</p> | <p><b>flashbacks</b>) create such effects as <b>mystery, tension, or surprise.</b><br/>g. <b>make connections</b> between the text/drama and personal experiences.</p> |  |
|  |  |  |  |  |  |  |